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ABSTRACT

A design for the evaluation of ESEA Title VII bilingual programs in the Austin Independent School District is presented. The following topics are included: (1) Evaluation Design Review Form; (2) decision questions including the actual questions addressed on three levels: the Office of Education-Level, the system-level and the project-level; (3) a narrative summary describing the program itself and the evaluation; (4) an information sources summary that includes the population, evaluation questions referenced, date collected and analysis techniques; (5) a summary of the data to be collected in the schools; (6) the evaluation time resources allocation summary; and (7) program planning sheets for each level. (AMH)

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EVALUATION DESIGN

1977-1978

ESEA Title VII Bilingual Program

September 15, 1977

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EVALUATION DESIGN REVIEW FORM

The following individuals have been provided a copy of relevant portions of this design for review and comment.

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IIA

DECISION QUESTIONS ADDRESSED

A. Office of Education-Level Decision Questions

1. Should Austin Independent School District be refunded for a third year of operation by ESEA Title VII?

B. System-Level Decision Questions

2. How should the Title VII Project, other bilingual programs, the Department of Elementary Education, and the Department of Developmental Programs coordinate the curriculum, instruction, and supervision in project schools?

C. Project-Level Decision Questions

3. What area should be the focus of staff development activities in 1978-79?

4. What modifications should be made in the supervisory plan/ schedule?

5. What activities should Title VII conduct in the area of curriculum development, materials, and guides?

6. What should be the foci for parental involvement project-wide?

7. Should Title VII implement an experience-based curriculum?

8. After reviewing the levels of attainment for the project's 1977-78 objectives, what program revisions should be made to increase the possibility of meeting these objectives more fully?

IIB

DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
A. Office of Education-Level				
1. Should Austin Independent School District be refunded for a third year of operation by ESEA Title VII?	June 1978	Dec. 1977 (Interim Report)	All of the succeeding questions and objectives are relevant.	All of the succeeding information sources are relevant.
B. System-Level				
2. How should the Title VII project, other bilingual programs, the Department of Elementary Education, and the Department of Developmental Programs coordinate the curriculum, instruction, and supervision in project schools?	July 1978	Jun. 1978	2-1. What has been achieved in the area of coordination during 1977-78?	a. Staff Interview/Questionnaire b. Principals' Interview
			2-2. In what areas is coordination still most needed?	a. Staff Interview/Questionnaire b. Principals' Interview
			2-3. What do the non-bilingual program coordinators and supervisors understand about the Title VII Project?	a. Staff Interview/Questionnaire
C. Project-Level				
3. What areas should be the focus of staff development activities in 1978-79?	Apr. 1978	Mar. 1978	3-1. What are the training needs of Title VII teachers?	a. Teacher Competency Test b. Workshop Reaction Form
			3-2. What student outcomes are highest priority for improvement?	a. California Achievement Test (Reading and Math) b. Boehm Test of Basic Concepts c. Prueba de Lectura d. Spanish Math Test e. Oral Language Dominance Measure (PAL) f. Principals' Interviews g. Staff Interview

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			3-3. How successful were the staff development activities and the Bilingual Materials Fair that were conducted during the summer workshop?	a. Workshop Reaction Form b. Bilingual Materials Fair Reaction Form
			3-4. How successful were the staff development activities conducted on-campus during the project year?	a. Teacher Interview b. Principals' Interview c. On-site Inservice Record
			3-5. How successful were the new teacher internships?	a. Internship Reaction Form
			3-6. How successful were the materials-making sessions?	a. Teacher Interview b. Record of Materials Making Activities
			3-7. How successful was the principals' summer workshop?	a. Principals' Reaction Form
			3-8. How successful were the campus planning sessions that were conducted at the beginning of the school year?	a. Teacher Interview b. Principals' Interview
4. What modifications should be made in the supervisory plan/schedule?	June 1978	May 1978	4-1. Were the objectives for supervision met?	
			a. A member of the project supervisory team will visit each classroom an average of at least once per month to insure program implementation.	a. Supervisor's Record of Classroom Visitations
			b. What do teachers and principals want the supervisors to accomplish in the execution of their supervisory functions?	a. Teacher Interview b. Principals' Interview
5. What activities should Title VII conduct in the area of curriculum development, materials, and guides?	Apr. 1978	Mar. 1978	5-1. What materials, curriculum, and guides were produced by Title VII?	a. Listing of Materials

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			5-2. How useful has Title VII-produced curriculum been?	a. Teacher Interview
			5-3. What are the curriculum needs in the Title VII Project?	a. Teacher Interview b. Principals' Interview
			5-4. Was the objective for curriculum development met? a. Six units for the implementation of an experience-based curriculum during 1977-78 will be produced. b. Materials identified by the curriculum specialist to complement EBC units will be furnished to all teachers. Spanish language materials will be furnished to teachers instructing in Spanish. English language materials will be furnished to teachers instructing in English.	a. Documentation of materials sent to schools
6. What should be the foci for parental involvement project-wide?	Apr. 1978	April 1978	6-1. What type of parental involvement model should Title VII implement in 1978-79?	a. Experience-Based Curriculum (EBC) Test
			6-2. What are the effects of parental intervention in activity oriented/experience-based learning experiences?	a. EBC Test
			6-3. What are the activities of the community representatives in project	a. Community Representative Activity Monitoring Sheet

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			schools?	
			6-4. Did attendance at Parent Advisory Group meetings improve during 1977-78 when compared with those of 1976-77?	a. PAC Sign-in Sheets
			6-5. Were the objectives for parental involvement met?	
			a. Each project school will have a core of at least 4 parent volunteers who will receive training and work in project classrooms in a capacity related to instruction at least 3 times during the year.	a. Parental Involvement Record Sheet b. Community representatives' training records c. Community representatives' logs
			b. Project classrooms will record a total of at least 6,000 contacts in the classroom setting, with parents, guardians, or relatives during the 1977-78 project year.	a. Parental Involvement Record Sheet
7. Should Title VII implement an experience based curriculum?	Apr. 1978	March 1978	7-1. What are the effects of activity oriented/experience-based learning experiences on a student's communication skills?	a. EBC Test
			7-2. What is the effect of the experience-based curriculum on the overall reading achievement of students?	a. California Achievement Test b. Boehm Test of Basic Concepts c. Prueba de Lectura

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
8. After reviewing the levels of attainment for the project's 1977-78 objectives, what revisions should be made to increase the possibility of meeting these objectives more fully?	July 1978	June 1978	8-1. What were the levels of attainment for each objective?	
			Student outcome objectives:	
			1. Students in kindergarten will demonstrate an increase in Spanish oral language skills.	a. Oral Language Dominance Measure (PAL) (Spanish Subscale)
			2. Students in kindergarten will demonstrate an increase in English oral language skills.	a. Oral Language Dominance Measure (PAL) (English Subscale)
			3. Spanish-dominant students in kindergarten will develop reading readiness skills in Spanish.	a. Boehm Test of Basic Concepts, Spanish Edition
			4. English-dominant students in kindergarten will develop reading readiness skills in English.	a. Boehm Test of Basic Concepts, English Edition, (K)
			5. Spanish-dominant students in kindergarten will demonstrate acquisition of math readiness skills through instruction in Spanish.	a. Boehm Test of Basic Concepts, Spanish Edition (Quantity Subtest)
			6. English-dominant students in kindergarten will demonstrate acquisition of math skills through instruction in English.	a. Boehm Test of Basic Concepts, Quantity Subtest
			7. Students in second grade receiving math instruction in Spanish will	a. Spanish Math Test, Level A

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			demonstrate gains in math skills in Spanish.	
			8. Students in grades 2-3 receiving math instruction in English will demonstrate gains in math skills in English.	a. California Achievement Test, Math Subtest
			9. Students in grades 1-3 will develop their oral language skills in Spanish.	a. No formal assessment planned
			10. Students in grades 1-3 will develop their oral language skills in English.	a. California Achievement Test, Vocabulary Subscale
			11. Students in grades 1-3 receiving Spanish reading instruction will demonstrate gains in Spanish reading.	a. Prueba de Lectura
			12. Students in grades 1-3 receiving English reading instruction will demonstrate gains in English reading.	a. California Achievement Test
			13. Students will become aware of the interdependence of people and cultures, will use their home language in school, and thus develop a more positive self-concept and attitude toward school.	a. No formal assessment is planned for this objective.
			Process Objectives:	
			1.1. Students in kindergarten will participate in daily Spanish oral	a. Instructional Activities Questionnaire (IAQ)

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			language activities using the following core curriculum: The Bilingual Kindergarten-MELP When questioned, (1) on the average project teachers will state that these activities occurred at least 1 1/4 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	
			2.1. Students in kindergarten will participate in daily English oral language activities using: The Bilingual Kindergarten-MELP Beginning Readiness-Lippincott MacMillan Series R - Bank Street Threshold S.W.R.L. - Ginn Early Explorations - Deyoyer Gepper A.I.S.D. Kindergarten Guide Teacher-made/adapted materials When questioned, (1) on the average project teachers will state that these activities occurred at least 1 1/4 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			3.1. Spanish-dominant students in grades K-1 will participate in reading readiness activities in Spanish using one or more of the following core curricula: The Bilingual Kindergarten - NELP Santillana Serie Bilingue-Santillana B.O.L.a.R. - NELP When questioned, (1) on the average, project teachers will state that these occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ
			4.1. English-dominant students in grades K-1 at the readiness level will participate in daily reading readiness activities in English using one or more of the following core curricula: Getting a Head Start Program - Houghton Mifflin Getting Ready to Read - Houghton Mifflin Oral English Stepping Stones - Economy Look, Listen, and Learn - Harcourt Brace When questioned, (1) on the average	a. IAQ

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	
			5.1. Spanish-dominant students in kindergarten at the readiness level will participate in daily math readiness activities in Spanish using one or more of the following core curricula: Matemática para la educación pre-primaria - Addison Wesley Adaptations of mathematics material in English When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name the above materials as being utilized.	
			6.1. English-dominant students in kindergarten at the readiness level will participate in daily math readiness lessons in English using the following core curriculum: Seeing Through Arithmetic - Scott-Foresman	a. IAQ

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name the above materials as being used.	
			7.1. Spanish-dominant students in grades 1-2 will participate in daily math lessons in Spanish using one or more of the following core curricula: Matemática de S.B. - Silver Burdett Developing Mathematics Processes - Rand McNally Adaptations of mathematics materials in English When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ
			8.1. English-dominant students in grades 1-5 will participate in daily math lessons in English using one or more of the following curricula: Mathematics Around Us - Scott-Foresman	a. IAQ

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			Developing Mathematics Processes - Rand McNally Modern School Mathematics - Houghton Mifflin When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	
			9.1. LSSA students in grades 1-5 will participate in daily oral language development activities in Spanish using one or more of the following core curricula: Hablan los niños - National Textbook Company Hablan mas los niños - National Textbook Company Expresion Oral 1, 2, 3 (B.O.L.a.R.) - NELP When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			10.1. LESA students in grades 1-5 will participate in daily oral language development activities in English using one or more of the following core curricula: LEIR II, III - Encyclopaedia Britannica Educational Corporation C.O.R.E. 1, 2 - Ginn Oral Language 1, 2, 3, 4 (B.O.L.a.R.) HELP When questioned, (1) on the average project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ
			11.1. Spanish-dominant students and English-dominant students already reading in English and possessing Spanish oral proficiency will participate in daily Spanish reading instruction using one or more of the following core curricula: Lectura y Escritura (B.O.L.a.R) 1, 2, 3, 4 Santillana Serie Bilingue - Santillana Santillana Senda - Santillana	

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			Edgewood Readers - D.A.C.B.E. When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	
			12.1. English-dominant students and Spanish-dominant students in grades 1-5 already reading in Spanish and possessing English oral proficiency will participate in daily English reading instruction using one or more of the following core curricula: Economy Series Houghton Mifflin Series Harcourt, Brace, Jovanovich Series Holt, Tinehart, and Winston Series MacMillan Series Other series used in special programs When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	a. IAQ

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			13.1. Students in grades K-5 will participate in four cultural units, identified by the project staff and/or project teachers. (Unit: a group of lessons teaching one aspect of culture)	a. Teacher Interview
			Input Objectives: (Each of these Input Objectives relates to all Process Objectives 1.1. to 13.3.)	
			X.X.1a. Each project school will have a core of at least 4 parent volunteers who will receive training and work in project classrooms in a capacity related to instruction at least 3 times during the year.	a. Parental Involvement Record Sheet b. Community representatives' training records c. Community representatives' logs
			X.X.1b. Project classrooms will record a total of at least 6,000 contacts with parents, guardians, or relatives in the classroom setting during the 1978-79 project year.	a. Parental Involvement Record Sheet
			X.X.2. Materials identified by the curriculum specialist to complement EBC units will be furnished to all teachers. Spanish language materials will be furnished to teachers instructing in Spanish. English language materials will	a. Documentation of materials sent to schools

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			be furnished to teachers instructing in English.	
			X.X.3. A member of the project supervisory team will visit each classroom an average of at least once per month to insure program implementation.	a. Supervisor's Record of Classroom Visitations
			X.X.4. Demonstration lessons and other types of on-campus inservice activities will be planned and/or conducted by a member of the project staff for each school and documented by a log of these sessions.	a. Documentation of staff development specialist
			X.X.5. New teachers will visit designated classrooms and bilingual resource rooms to observe activities and review materials.	a. Teacher sign-in sheets b. Internship Reaction Form
			(The following objectives relate to the Process Objectives referenced by their numbers.)	
			1.1.7. Preservice and inservice training will be conducted for teachers of kindergarten in oral language development in Spanish for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist
			2.1.2. Preservice and inservice training	a. Teacher sign-in sheets

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			will be conducted for teachers of kindergarten in oral language development in English for at least 4 hours.	b. Workshop Reaction Form c. Documentation of staff development specialist
			3.1.7. Preservice and inservice training will be conducted for teachers of grades K-1 in reading readiness in Spanish for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist
			4.1.7. Preservice and inservice training will be conducted for teachers of grades K-1 in reading readiness in English for at least 4 hours.	a. Teacher sign-in sheet b. Workshop Reaction Form c. Documentation of staff development specialist
			9.1.7. Preservice and inservice training will be conducted for teachers of grades 1-3 in Spanish oral language development for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist
			10.1.7. Preservice and inservice training will be conducted for teachers of grades 1-3 in English oral language development for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist
			11.1.7. Preservice and inservice training will be conducted for teachers of grades 1-3 in reading in Spanish for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist

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DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			12.1.7. Preservice and inservice training will be conducted for teachers of grades 1-5 in reading in English for at least 4 hours.	a. Teacher sign-in sheets b. Workshop Reaction Form c. Documentation of staff development specialist

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IIIB

EVALUATION SUMMARY

The Title VII Bilingual Project is evaluated on several levels according to the C.I.P.O. (Context, Imput, Process, Outcomes) Evaluation Model developed and adopted by the Austin Independent School District. These levels are:

Input: Bilingual Staff/Program Support Activities-
Objectives for the support activities of the Title VII staff (e.g., project coordinator, staff development specialist, etc.) are stated and measured to determine the extent to which proposed activities (i.e., assessing staff training needs, adapting curriculum, supervising classrooms, etc.) occur.

Inputs to the Classroom-
Objectives are stated and measured to determine the extent to which proposed inputs (i.e., staff training, parental involvement, materials, teacher aides, etc.) are delivered to the classrooms.

Process: Bilingual Classroom Instructional Processes-
Objectives are stated and measured to determine the degree to which proposed classroom activities (i.e., daily oral language development in Spanish, cultural references in lessons, E.S.L. activities, etc.) occur.

Outcome: Short-term-
Objectives are stated and measured for the expected outcomes in terms of student behavior, e.g., Spanish reading achievement. These are one-year objectives.

Long-Range-
Objectives are stated and measured for expected student outcomes beyond the current project year (i.e., cumulative effects of bilingual instruction).

Bilingual Staff/Program Support Activities are prerequisites for the provision of proposed Inputs to the classrooms; these are prerequisites to the successful completion of Bilingual Classroom Instructional Processes; and these, in turn, are prerequisites to the project students' meeting the Outcome Objectives.

Evaluation monitors these proposed activities to document the level of implementation achieved. In a practical sense, this monitoring function provides the project staff with feedback on the progress of the Title VII Project and the status of ongoing activities. This information is reported to the staff on a continuing basis through formative memos. This procedure allows important data to be forwarded to the staff expediently without the delays inherent in issuing formal reports.

IIIA

PROGRAM SUMMARY

The Austin Independent School District received a grant from the U.S. Office of Education to conduct a demonstration bilingual project using funds from Title VII of the Elementary and Secondary Education Act (ESEA Title VII) in the amount of $628,681 for fiscal year 1977. Although 1977-1978 is the fourth consecutive year in which funding has been received, it is considered the third year of a new five-year project. The purposes of this five-year project are to build up the District's capacity to implement bilingual education through staff development, curriculum development, and parental involvement; and to demonstrate the effectiveness of selected processes in staff development and parental involvement.

The ESEA Title VII Bilingual Project operates on ten campuses and spans grades kindergarten to six. Approximately 3400 students participate in Title VII-planned bilingual instructional activities. Two thousand two-hundred of these students are in identified Title VII classrooms. In four of these schools, an additional 1,200 students are in locally supported bilingual classes which team with the identified Title VII and Austin Independent School District.

The 2,200 identified project students and the 1,200 locally supported students are not distinguishable within the project schools since the team teaching of identified and locally supported teachers results in both categories of students being instructed by both categories of teachers.

The project is administered and supervised by a staff of eight professionals. Six of these individuals--the project coordinator, an instructional specialist, a curriculum specialist, a learning specialist, a staff development specialist, and a parental involvement specialist--work out of the Department of Bilingual/Multicultural Education. The other two, the bilingual resource teachers, are assigned to the demonstration schools. Although each staff member is assigned the responsibility of facilitating his component, each also supervises classrooms and contributes to the planning and implementation of all components. Other major personnel resources are assigned directly to the project schools.

Two of the project schools, Sanchez and Zavala, are designated as special demonstration sites. These sites serve as materials centers for bilingual education and as training schools for other project teachers and personnel from other school districts. One of the unique features of the two special demonstration schools is a bilingual materials resource center for the use of all Austin bilingual teachers. Another feature is the presence of a full-time resource teacher and a materials clerk to provide assistance to the teachers and to create and maintain the resource center.

Travis Heights Sixth Grade Center is the campus on which all project sixth grade activities occur. Here the program consists of a resource teacher who has identified approximately 70 students for reinforcement in both Spanish and English language arts and reading.

The instructional component, with two supervisory staff members, is designed to provide bilingual instruction activities in language arts, reading, and math to project students. Periodic classroom visits, assistance in ordering materials, and technical assistance for classroom organization are the major focuses of this component.

The staff development component, with one full-time specialist, includes one week of preschool teacher training as well as training throughout the school year. A major event in this component is a one-day internship by new project teachers at the demonstration school sites.

The curriculum development component, with one full-time specialist, has been designed to develop sequential guides for Spanish and English oral language and reading instruction. Special emphasis is proposed for the identification and the adaptation of culturally relevant instructional materials. The Magnetized Language Card Program has been developed as an oral language development program in Spanish using the Language Master. Another major activity is the development of an experience-based curriculum. A series of units has been developed to complement a program of field trips that the students will be taking beginning in September, 1977.

The parental involvement component, with nine full-time community representatives focuses on informing and involving the parents of project students. Local campus activities are planned and conducted by the community representatives. A Community Advisory Group has been organized to meet regularly and to review the progress of project activities.

One area has been identified for systematic research in 1977-78: the experience-based curriculum. A research design has been developed to answer specific questions.

> What are the effects of activity-oriented/experience-based learning experiences on a student's communication skills?
>
> What are the effects of activity-oriented/experience-based activities conducted by a trained teacher as compared to those conducted by an untrained teacher?

In addition, a parental involvement research design is being implemented during the 1977-78 school year. The design links parental involvement activities to the experience-based curriculum research design. Parents that correspond to approximately seventy-five students in the early treatment group are being trained on the use of supplementary materials in the home. Test results of the children whose parents were furnished with and received training on the use of at-home study materials will be compared with a similar control group of students.

This formative evaluation is conducted by the evaluator and an evaluation assistant. Techniques employed are teacher, principal, and community representative interviews and other documentation activities. Instructional activities are carefully documented to allow clear specification of the characteristics of the program and correlation of these activities with the outcome measures of individual students.

Summative evaluation, directed by the senior evaluator for compensatory education programs with the support of the evaluator and evaluation assistant, involves the measurement of outcome objectives for the current project year and establishing a base for measuring long-range objectives throughout future years.

Evaluation activities for the ESEA Title VII Bilingual Project are planned to coordinate with other district evaluation, testing, and programmatic events to minimize the amount of testing in the schools and to prevent overscheduling of activities at certain times of the year.

In order to ensure that the evaluation is focused mainly on providing information to decision makers, a set of decision questions are generated each year. These questions provide the base for the formal evaluation design which is included later in this report.

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
1. Bilingual Materials Fair Reaction Form.	Principals of Title VII schools.	3-3	Aug. 77	Distribution Statistics.	
2. Boehm Test of Basic Concepts.	All kindergarten students in Title VII schools.	3-2, 7-2, 8-1	Sept. 77 Feb. 78	Analysis of Variance, distribution statistics.	
3. California Achievement Test.	All students in Title VII schools except those receiving bulk of instruction in Spanish.	3-2, 7-2, 8-1	Apr. 78	Multiple regression analysis, analyses of variance, distribution statistics.	
4. Community Representative Activity Monitoring Sheet.	Title VII community aides.	6-3	Dec. 77	Distribution Statistics.	
5. Community Representatives Training Record.	Parents of Title VII students.	6-5	Throughout school year.	Narrative.	
6. Community Representative's Logs.	Title VII community representatives.	6-5, 8-1	Throughout school year.	Narrative.	
7. Documentation of Materials sent to Schools.	Title VII Staff.	5-4, 8-1	Throughout school year.	Narrative.	
8. Documentation of Staff Development Specialist.	Title VII staff development specialist.	8-1	Throughout school year.	Narrative.	
9. Experience-Based Curriculum (EBC) Test.	Sample of project students in K-5.	6-1, 6-2 7-1	Sept. 77 Feb. 78	ANOVAR	

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
10. Instructional Activities Questionnaire	Sample of Title VII teachers.	8-1	Nov. 77	Distribution Statistics.	
11. Internship Reaction Form.	Teachers new to the Title VII Bilingual Project	3-5, 8-1	Oct. - Nov. 77	Distribution Statistics.	
12. Listing of Materials.	Title VII Staff.	5-1	Dec. 78 May 78	Narrative.	
13. On-site Inservice Record	Teachers new to the Title VII Bilingual Project.	3-4	Oct. - Nov. 77	Distribution Statistics.	
14. Oral Language Dominance Measure (PAL)	All prospective Spanish-speaking kindergarteners in the school district in September. Sample of all kindergarten students in Title VII schools in March, 1977.	3-2, 8-1	Sept. 77 Feb. 78	ANOVAR.	
15. Parental Involvement Record Sheet.	Parents of Title VII students.	6-5, 8-1	Throughout school year.	Distribution Statistics.	
16. PAG Sign-in Sheets.	Parents of students in the Title VII Bilingual Project.	6-4	Throughout school year.	Distribution Statistics.	
17. Principals' Interview	Principals of Title VII schools.	2-1, 2-2, 3-2, 3-4, 3-8, 4-1, 5-3	Apr. 78	Distribution Statistics.	

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
18. Principals' Workshop Reaction Form.	Principals of Title VII schools.	3-7	Jul. 77	Distribution Statistics.	
19. Prueba de Lectura	Sample of all students in Title VII schools, 2-5.	3-2, 7-2, 8-1	Feb. 78	Multiple analysis of variance, distribution statistics.	
20. Record of Materials Making Activities.	Title VII teachers.	3-6	Throughout school year.	Distribution Statistics.	
21. Spanish Math Test.	Title VII students receiving math instruction in Spanish K-2.	3-2, 8-1	Mar. 78	ANOVAR.	
22. Staff Interview/ Questionnaire.	Title VII Staff, Department of Elementary Education Staff, and Department of Developmental Programs staff	2-1, 2-2, 2-3, 3-2	Mar. 77	Content coding and distribution statistics.	
23. Supervisor's Record of Classroom Visits.	Title VII supervisors.	4-1, 8-1	Throughout school year.	Distribution Statistics.	
24. Teacher Competency Test.	Title VII teachers.	3-1	Aug. 76 Apr. 77	Repreated measure analysis of variance to examine growth. Correlational analysis to examine relationship to achievement.	
25. Teacher Interview.	Title VII teachers.	3-4, 3-6, 3-8, 4-1, 5-2, 5-3, 8-1	Nov. 77	Distribution Statistics.	

IV

INFORMATION SOURCES SUMMARY

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
26. Teacher Sign-in Sheets.	Title VII teachers.	8-1	Throughout school year.	Distribution Statistics.	
27. Workshop Reaction Forms.	Title VII teachers and aides.	3-1, 3-3, 8-1	Summer, 1977	Distribution statistics summarized by workshop and overall.	

V

SUMMARY OF DATA TO BE COLLECTED IN THE SCHOOLS

Sep. 19-30	A. Students*	
	1. Experience-Based Curriculum Tests: Administered to a sample of K-5 project students.	
Feb. 14-24	2. Experience-Based Curriculum Tests: Administered to a sample of K-5 project students.	
	3. California Achievement Test, Form B: Administered to a sample of students in grades 1-5.	
Mar. 27-Apr. 7	4. Spanish Math Test: Administered to all project students in grades 1-2 who received their math instruction in Spanish.	
Mar. 6-17	5. Oral Language Dominance Measure (PAL): Administered to a sample of kindergarten students in project schools.	
Feb. 27-Mar. 10	6. Prueba de Lectura: Administered to a sample of students in grades 2-5 in project schools.	
	B. Teachers	
Mar. 13-Apr. 7	1. Teacher Competency Test: All project teachers.	
Nov. 1-30 Apr. 1-30	2. Interviews: Scheduled for a sample of project teachers	
	3. Questionnaire: Administered to all teachers not interviewed.	
	C. Principals	
Mar. 1-31	1. Interviews: Scheduled for all Title VII principals.	

* Additional data collected by the district-wide testing program and other federal projects evaluation (the Boehm Test of Basic Concepts, the Spanish Screening Test, the Oral Language Dominance Measure (PAL), and the California Achievement Test) will be used in the evaluation of the Title VII Project.

VI

EVALUATION TIME RESOURCES ALLOCATION SUMMARY

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATOR	DATA ANALYST	EVALUATION ASSISTANT	SECRETARY
A. Design	1/2	5	22 1/2	5	5	10
B. Information Sources						
1. Bilingual Materials Fair Reaction Form	-	1/4	1/4	6	-	-
2. Boehm Test of Basic Concepts	-	1 1/2	1 1/4	5	17	7
3. California Achievement Test	-	2	1 1/4	10	16	7
4. Community Representative's Logs	-	-	2 3/4	-	11	4
5. Community Representative's Training Records	-	-	1 1/4	5	-	4
6. Community Representative's Activity Monitoring Sheet	-	-	2	-	5	1/4
7. Documentation of Staff Development Specialist	-	-	1	5	-	4
8. Documentation of Materials Sent to Schools	-	-	1 1/4	5	-	4
9. Experience-Based Curriculum Test	-	1	30	10	20	14
10. Instructional Activities Questionnaire	-	1	2	5	10	2
11. Internship Reaction Form	-	1/4	1	5	-	4
12. Listing of Materials	-	-	4 1/2	-	-	4
13. On-site Inservice Record	-	-	1/4	-	-	1/4
14. Oral Language Dominance Measure (PAL)	-	1	2	10	21	6
15. Parental Involvement Record Sheet	-	1/4	2 1/2	5	-	4
16. PAG Sign-in Sheets	-	-	1/4	-	-	1/4
17. Principals' Interview	-	-	4	-	2	1

VI

EVALUATION TIME RESOURCES ALLOCATION SUMMARY

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATOR	DATA ANALYST	EVALUATION ASSISTANT	SECRETARY
18. Princpals' Workshop Reaction Form	-	-	1	-	1	1/4
19. Prueba de Lectura	-	1	3 3/4	5	21	6
20. Record of Materials Making Activities	-	-	1/4	-	-	-
21. Spanish Math Test	-	1/2	2 3/4	8	10	6
22. Supervisor's Record of Classroom Visitations	-	1/2	3 1/2	5	13 1/2	3
23. Staff Interview/Questionnaire	-	2	7	-	-	5
24. Teacher Comptency Test	1	2	5	5	5 1/4	5
25. Teacher Interview	-	1	4 1/2	6	10 1/2	6
26. Teacher Sign-in Sheets	-	1/4	1 1/4	5	1/4	4
27. Workshop Reaction Form	-	1	8 1/2	5	11 3/4	8
C. Dissemination Not in Design	2	2	1 1/2	-	10	4
D. Final Report	2	5	22 1/2	40	24 3/4	25
E. Interim Report	-	5	15	15	10	16
F. Other Dissemination	1	5	10	-	15	15
G. Administrative and Other Indirect	5	4 1/4	4	5	-	57
H. TOTAL	11	42	172 1/2	180	240	240

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

1.

NEED: Increase child's oral language skills in Spanish GRADE LEVEL: K

OUTCOME: Students will demonstrate an increase in Spanish oral language skills.

EVALUATION: A random sample of students will demonstrate a significant gain in oral language skills in Spanish from pretest date (September, 1977) to posttest date (March, 1978) as measured by the PAL Oral Language Dominance Measure (Spanish Subscale). This gain will be greater than that made by non-project students.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
1.1. Students in kindergarten will participate in daily Spanish oral language activities using the following core curriculum: The Bilingual Kindergarten -HELP When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/4 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	1.1.1.a. 90% of the monies originally budgeted for non-consumable supplies will be expended or encumbered by January 13, 1978.	1.1.1.a.1. Purchase orders will be completed and approved by December 16, 1977.	1.1.1.a.1.1. Non-consumable supply funds.
	1.1.1.b. 50% of the monies originally budgeted for consumable supplies will be expended or encumbered by January 13, 1978.	1.1.1.b.1. Purchase orders will completed and approved by December 16, 1977.	1.1.1.b.1.1. Consumable supply funds.
	1.1.1.c. 95% of the monies originally budgeted for supplies will be expended or encumbered by March 30, 1978.	1.1.1.c.1. Purchase orders will be completed and approved by February 27, 1978.	1.1.1.c.1.1. Non-consumable supply funds.
	1.1.1.d. 95% of the monies originally budgeted for consumable supplies will be expended or encumbered by March 30, 1978.	1.1.1.d.1. Purchase orders will be completed and approved by February 27, 1978.	1.1.1.d.1.1. Consumable supply funds.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
	1.1.2.a. Each project school will have a core of at least 4 parent volunteers who will receive training and work in project classrooms in a capacity related to instruction at least 3 times during the year.	1.1.2.a.1. The parental involvement specialist and the community representatives will work together to identify, encourage, train, and schedule parent volunteers.	1.1.2.a.1.1. 9 community representatives and a parental involvement specialist.
	1.1.2.b. Project classrooms will record a total of at least 6,000 contacts with parents, guardians, or relatives in the classroom setting during the 1977-78 project year.	1.1.2.b.1. The parental involvement specialist and the community representatives will work together to identify, encourage, train, and schedule parent volunteers.	1.1.2.b.1.1. 9 community representatives and a parental involvement specialist.
	1.1.3.a. Six units for the implementation of an experience-based curriculum during 1977-78 will be produced.	1.1.3.a.1. The curriculum specialist prepare or direct the preparation of appropriate units that will comprise the experience-based curriculum.	1.1.3.a.1.1. Curriculum specialist and funds for purchasing the services of curriculum writers/ reproduction of curriculum materials.
	1.1.3.b. Materials identified by the curriculum specialist to complement EBC units will be furnished to all teachers. Spanish language materials will be furnished to teachers instructing in Spanish. English language materials will be furnished to teachers instructing in English.	1.1.3.b.1. The curriculum specialist will identify and/or adapt appropriate materials which will be documented in an inventory of units and resource materials.	1.1.3.b.1.1. Curriculum specialist and funds for purchase and reproduction of curriculum materials.
	1.1.4. A member of the project supervisory team will visit each classroom an average of at least once per month to insure program implementation.	1.1.4.1. Supervisory staff will keep well informed of the current trends in bilingual education, appropriate materials, and effective techniques for classroom management	1.1.4.1.1. 2 instructional specialists, (staff development specialist, curriculum specialist).

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
	1.1.5. Demonstration lessons and other types of on-campus inservice activities will be planned and/or conducted by a member of the project staff for each school and documented by a log of these sessions.	1.1.5.1. The staff development specialist will coordinate the assessment of the inservice needs of each campus and plan appropriate demonstration lessons and other training activities	1.1.5.1.1. Staff development specialist (2 instructional specialists, curriculum specialist).
	1.1.6. New teachers will visit designated classrooms and bilingual resource rooms to observe activities and review materials	1.1.6.1. The staff development specialist will identify demonstration classrooms to be visited, schedule visits, and supervise the visitations.	1.1.6.1.1. Funds for substitutes.
	1.1.7. Pre-service and in-service training will be conducted in oral language development in Spanish for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 out of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increase in knowledge or skills being emphasized.	1.1.7.1. Specific inservice needs will be assessed, consultants identified, and sessions planned.	1.1.7.1.1. Staff development specialist, consultants' fees, consumable materials, pay for substitutes, stipends for teachers and aides.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

2.

NEED: Increase child's oral language skills in English

GRADE LEVEL: K

OUTCOME: Students will demonstrate an increase in English oral language skills.

EVALUATION: A random sample of students will demonstrate a significant gain in oral language skills in English from pretest date (September, 1977) to posttest date (March, 1978) as measured by the PAL Oral Language Dominance Measure (English Subtest). This gain will be greater than that for non-project students.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
2.1. Students in kindergarten will participate in daily English oral language activities using one or more of the following core curricula: The Bilingual Kindergarten - NELP Beginning Readiness - Lippincott MacMillan Series R - Bank Street Threshold S.W.R.L. - Ginn Early Explorations - Dayoyer Geppert A.I.S.D. Kindergarten Guide Teacher-made/adapted materials When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/4 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	2.1.1 through 2.1.7 are the same as 1.1.1 through 1.1.6. 2.1.7. Pre-service and in-service training will be conducted in oral language development in English for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 out of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increase in knowledge or skills being emphasized.	2.1.1.1 through 2.1.6.1 are the same as 1.1.1.1 through 1.1.6.1. 2.1.7.1. Specific inservice needs will be assessed, consultants identified, and sessions planned.	2.1.1.1.1 through 2.1.6.1.1. are the same as 1.1.1.1.1 through 1.1.6.1.1. 2.1.7.1.1. Staff development specialist, consultants' fees, consumable materials, pay for substitutes, stipends for teachers and aides.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

3.

NEED: Development of Spanish reading readiness skills by Spanish-dominant students.

GRADE LEVEL: K

OUTCOME: Spanish-dominant students will develop reading readiness skills in Spanish.

EVALUATION: The Boehm Test of Basic Concepts, Spanish Edition, will be given in September, 1977 and February, 1978 to all K Spanish-dominant students. Pre/post gains will be sig.< .05. The February scores will equal or exceed the mid-year middle socioeconomic norm. (Kindergarten)

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
3.1. Spanish dominant students in kindergarten at the readiness level will participate in reading readiness activities in Spanish using one or more of the following core curricula: The Bilingual Kindergarten - NELP Santillana Serie Bilingue - Santillana B.O.L.a.R. - NELP When questioned, (1) on the average, project teachers will state that these occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	3.1.1 through 2.1.6 are the same as 1.1.1 through 1.1.6. 3.1.7. Pre-service and in-service training will be conducted in Spanish reading readiness for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 out of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increase in knowledge or skills being emphasized.	3.1.1.1 through 2.1.6.1 are the same as 1.1.1.1 through 1.1.6.1. 3.1.7.1. Specific inservice needs will be assessed, consultants identified, and sessions planned.	3.1.1.1.1 through 2.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1. 3.1.7.1.1. Staff development specialist, consultants' fees, consumable materials, pay for substitutes, stipends for teachers and aides.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

4.

NEED: Development of English reading readiness skills by English-dominant students.

GRADE LEVEL: K-1

OUTCOME: English-dominant students will develop reading readiness skills in English.

EVALUATION: A. The Boehm Test of Basic Concepts, English Edition, will be given in September, 1977 and February, 1978 to all K English-dominant students. Gains will be significant, $p < .05$. The February scores will equal or exceed the mid-year middle socioeconomic norm. (Kindergarten)
B. The California Achievement Test (Reading Subscale) will be administered to first grade students in April, 1978.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
4.4. English-dominant students in grades K-1 at the readiness level will participate in daily reading readiness activities in English using one or more of the following core curricula: Getting a Head Start Program - Houghton Mifflin Getting Ready to Read - Houghton Mifflin Oral English Stepping Stones - Economy Look, Listen, and Learn - Harcourt Brace When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	4.1.1 through 2.1.6 are the same as 1.1.1 through 1.1.6. 4.1.7. Pre-service and in-service training will be conducted in English reading readiness for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 out of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increase in knowledge or skills being emphasized.	4.1.1.1 through 2.1.6.1 are the same as 1.1.1.1 through 1.1.6.1. 4.1.7.1. Specific inservice needs will be assessed, consultants identified, and sessions planned.	4.1.1.1.1 through 2.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1. 4.1.7.1.1. Staff development specialist, consultants' fees consumable materials, pay for substitutes, stipends for teachers and aides.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

5.

NEED: Development of math readiness in Spanish by Spanish-dominant students. GRADE LEVEL: K

OUTCOME: Spanish-dominant students will demonstrate acquisition of math readiness skills through instruction in Spanish.

EVALUATION: The Boehm Test of Basic concepts, Spanish Edition, will be given in September, 1977 to all Spanish-dominant students. The posttest will be given in February, 1978. Gains will be significant, $p. < .05$.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
5.1. Spanish-dominant students in kindergarten at the readiness level will participate in daily math readiness activities in Spanish using one or more of the following core curricula: Matemática para la educación pre-primaria - Addison Wesley Adaptations of mathematics materials in English When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name the above materials as being utilized.	5.1.1 through 5.1.6 are the same as 1.1.1 through 1.1.6.	5.1.1.1 through 5.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	5.1.1.1.1 through 5.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

6.

NEED: Development of math readiness skills in English by English-dominant students. GRADE LEVEL: K

OUTCOME: English-dominant students will demonstrate acquistion of math readiness skills through instruction in English.

EVALUATION: The Boehm Test of Basic Concepts, English Edition, will be given in September, 1977, to all English-dominant students. The posttest will be given in February, 1978. Gains will be significant, $p < .05$.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
6.1. English-dominant students in kindergarten at the readiness level will participate in daily math readiness lessons in English using the following core curriculum: Seeing Through Arithmetic - Scott-Foresman When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name the above materials as being used.	6.1.1 through 6.1.6 are the same as 1.1.1 through 1.1.6.	6.1.1.1 through 6.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	6.1.1.1.1 through 6.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

7.

NEED: Development of math skills in Spanish by the Spanish-dominant student. GRADE LEVEL: 1-2

OUTCOME: Students receiving math instruction in Spanish will demonstrate gains in math skills in Spanish.

EVALUATION: Students in grades 1-2 will demonstrate significant ($p < .05$) gains in Spanish math skills from pretest date (March, 1977) to posttest date (March, 1978) as measured by the A.I.S.D. Spanish Math Test.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
7.1. Spanish-dominant students in grades 1-2 will participate in daily math lessons in Spanish using one or more of the following core curricula: <u>Matemática de S.B.</u> - Siver Burdett <u>Develop Mathematics Processes</u> - Rand McNally Adaptations of mathematics materials in English When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	7.1.1 through 7.1.6 are the same as 1.1.1 through 1.1.6.	7.1.1.1 through 7.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	7.1.1.1.1 through 7.1.6.1.1. are the same as 1.1.1.1.1 through 1.1.6.1.1.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

8.

NEED: Development of math skills in English by the English-dominant students.

GRADE LEVEL: 1-5

OUTCOME: Students receiving math instruction in English will demonstrate gains in math skills in English.

EVALUATION: Students in grades 2-5 will demonstrate significant ($p \leq .05$) gains in English math skills from pretest date (April, 1977) to posttest date (April, 1978) as measured by the California Achievement Test, Math Subtest. This gain will be greater than that made by non-project students in the same schools.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
8.1. English-dominant students in grades 1-5 will participate in daily math lessons in English using one or more of the following curricula: Mathematics Around Us - Scott-Foresman Developing Mathematics Processes - Rand McNally Modern School Mathematics - Houghton Mifflin When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	8.1.1 through 8.1.6 are the same as 1.1.1 through 1.1.6.	8.1.1.1 through 8.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	8.1.1.1.1 through 8.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.

1977-1978
ESEA Title VII Bilingual Project
Planning Sheet

9.
NEED: Development of oral language skills in Spanish (including SSL) . GRADE LEVEL: 1-6

OUTCOME: Students will develop their oral language skills in Spanish.

EVALUATION: No formal evaluation is planned due to the lack of an adequate assessment instrument. Past results of the locally-produced Spanish Oral Comprehension Test have shown that gains from pre- to posttesting have been small and similar to gains made by non-project students. Thus, the SpOCT is no longer administered.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
LSSA 9.1. Students in grades 1-6 will participate in daily oral language development activities in Spanish using one or more of the following core curricula: Hablan los niños - National Textbook Company Hablan mas los niños - National Textbook Company Expresión Oral 1,2,3 (B.O.L.a.R) - NELP When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	9.1.1 through 9.1.6 are the same as 1.1.1 through 1.1.6. 9.1.7. Preservice and inservice training will be conducted for teachers and aides in Spanish oral language for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increases in knowledge or skills being emphasized.	9.1.1.1 through 9.1.6.1 are the same as 1.1.1.1 through 1.1.6.1. 9.1.7.1. Specific inservice needs will be assessed, consultants identified and sessions planned.	9.1.1.1.1 through 9.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1. 9.1.7.1.1. Staff development specialist, consultants' fees, consumable materials.

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10.
NEED: Development of oral language skills in English (including ESL).

GRADE LEVEL: 1-6

OUTCOME: Students will develop their oral language skills in English.

EVALUATION: A random sample of students will demonstrate a significant gain in oral language skills in English as measured by their reading achievement on the CAT. (See Objective for English reading.) This gain will be greater than that of non-project students.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
10.1 Students in grades 1-6 will participate in daily oral language development activities in English using one or more of the following core curricula: LESA LEIR II, III - Encyclopaedia Britannica Educational Corporation C.O.R.E. 1, 2 - Ginn Oral Language 1,2,3,4, (B.O.L.s.R.) - NELP When questioned, (1) on the average, project teachers will state that these activities occurred at least 1 1/2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	10.1.1. through 10.1.6 are the same as 1.1.1 through 1.1.6. 10.1.7 Preservice and inservice training will be conducted for teachers and aides in English oral language for at least 6 hours.	10.1.1.1 through 10.1.6.1 are the same as 1.1.1.1 through 1.1.6.1. 10.1.7.1 Specific inservice needs will be assessed, consultants identified and sessions planned.	10.1.1.1.1 through 10.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1. 10.1.7.1.1. Staff development specialist, consultants' fees, consumable materials.

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11.
NEED: Development of Spanish reading skills by Spanish-dominant students and English-dominant students already reading in English. GRADE LEVEL: 1-5

OUTCOME: Students receiving Spanish reading instruction will demonstrate gains in Spanish reading.

EVALUATION: A random sample of 2nd-5th grade students receiving Spanish reading instruction will demonstrate a significant ($p < .05$) gain in Spanish reading skills from pretest date (April, 1977) to posttest date (April, 1978) on the Inter American Series-Prueba de Lectura. This gain will be greater than that of non-project students.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
11.1. Spanish-dominant students and English-dominant students already reading in English and possessing Spanish oral proficiency will participate in daily Spanish reading instruction using one or more of the following core curricula: Lectura y Escritura (B.O.L.a.R.) 1, 2, 3, 4 Santillana Serie Bilingüe - Santillana Santillana Senda - Santillana Edgewood Readers - D.A.C.B.E. When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	11.1.1 through 11.1.6 are the same as 1.1.1 through 1.1.6. 11.1.7 Preservice and inservice training will be conducted for teachers and aides in Spanish reading for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 of a maximum possible score of 5. c. Where appropriate, pre and post testing will measure significant increases in knowledge or skills being emphasized.	11.1.1.1 through 11.1.6.1 are the same as 1.1.1.1 through 1.1.6.1. 11.1.7.1. Specific inservice needs will be assessed, consultants identified and sessions planned.	11.1.1.1.1 through 11.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1. 11.1.7.1.1. Staff development specialist, consultants' fees, consumable materials.

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12.

NEED: Development of English reading skills by English-dominant students and Spanish-dominant students already reading in Spanish. GRADE LEVEL: 1-6

OUTCOME: Students receiving English reading instruction will demonstrate gains in English reading.

EVALUATION: A. 1st grade students will demonstrate development of English reading skills on the AISD Ladder of Skills and/or Guszak's checklist as administered, scored, and recorded by the classroom teacher. No project-wide evaluation will be conducted.
B. Second through 6th grade students will demonstrate significant ($p < .05$) gains in English reading from pretest date (April, 1977) to posttest date (April, 1978) as measured by the California Achievement Test, Reading Subtest. The gains of project students will be greater than those of non-project students in the same schools.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
12.1 English-dominant students and Spanish-dominant students in grades 1-6 already reading in Spanish and possessing English oral proficiency will participate in daily English reading instruction using one or more of the following core curricula: Economy Series Houghton Mifflin Series Harcourt, Brace, Jovanovich Series Holt, Rinehart, and Winston Series MacMillan Series Other series used in special programs When questioned, (1) on the average, project teachers will state that these activities occurred at least 2 hours per week per student, and (2) 90% will name at least one of the above materials as being used.	12.1.1 through 12.1.6 are the same as 1.1.1 through 1.1.6. 12.1.7. Preservice and inservice training will be conducted for teachers and aides in English reading for at least 4 hours. a. Sign-in sheets will document participation. b. Responses by participants to a reaction form will average at least 3.5 of a maximum possible score of 5.	12.1.1.1 through 12.1.6.1 are the same as 1.1.1.1 through 1.1.6.1. 12.1.7.1. Specific inservice needs will be assessed, consultants identified and sessions planned.	12.1.1.1.1 through 12.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1. 12.1.7.1.1. Staff development specialist, consultants' fees, consumable materials.

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13.
NEED: Cultural Awareness

GRADE LEVEL: K-6

OUTCOME: Students will become aware of the interdependence of people and cultures, will use their home language in school, and, thus, develop a more positive self-concept and attitude toward school.

EVALUATION: Attainment of this objective will be determined through teacher interviews.

Bilingual Classroom Instructional Processes (Description and Objectives)	Inputs (To Classroom)	Bilingual Staff/Program Support Activities (Description and Objectives)	Bilingual Project Resources
13.1 Students in grades K-5 will participate in four cutural units, identified by the project staff and/or project teachers. (Unit: a group of lessons teaching one aspect of culture)	13.1.1 through 13.1.6 are the same as 1.1.1 through 1.1.6.	13.1.1.1 through 13.1.6.1 are the same as 1.1.1.1 through 1.1.6.1.	13.1.1.1.1 through 13.1.6.1.1 are the same as 1.1.1.1.1 through 1.1.6.1.1.

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